

Education and Youth Development in the District of Columbia

Community Forum: Identifying and Prioritizing the Challenges

Special Guest: DC AYA

May 18, 2010



Agenda

Background of the Plan and How it Fits into the Bigger Picture

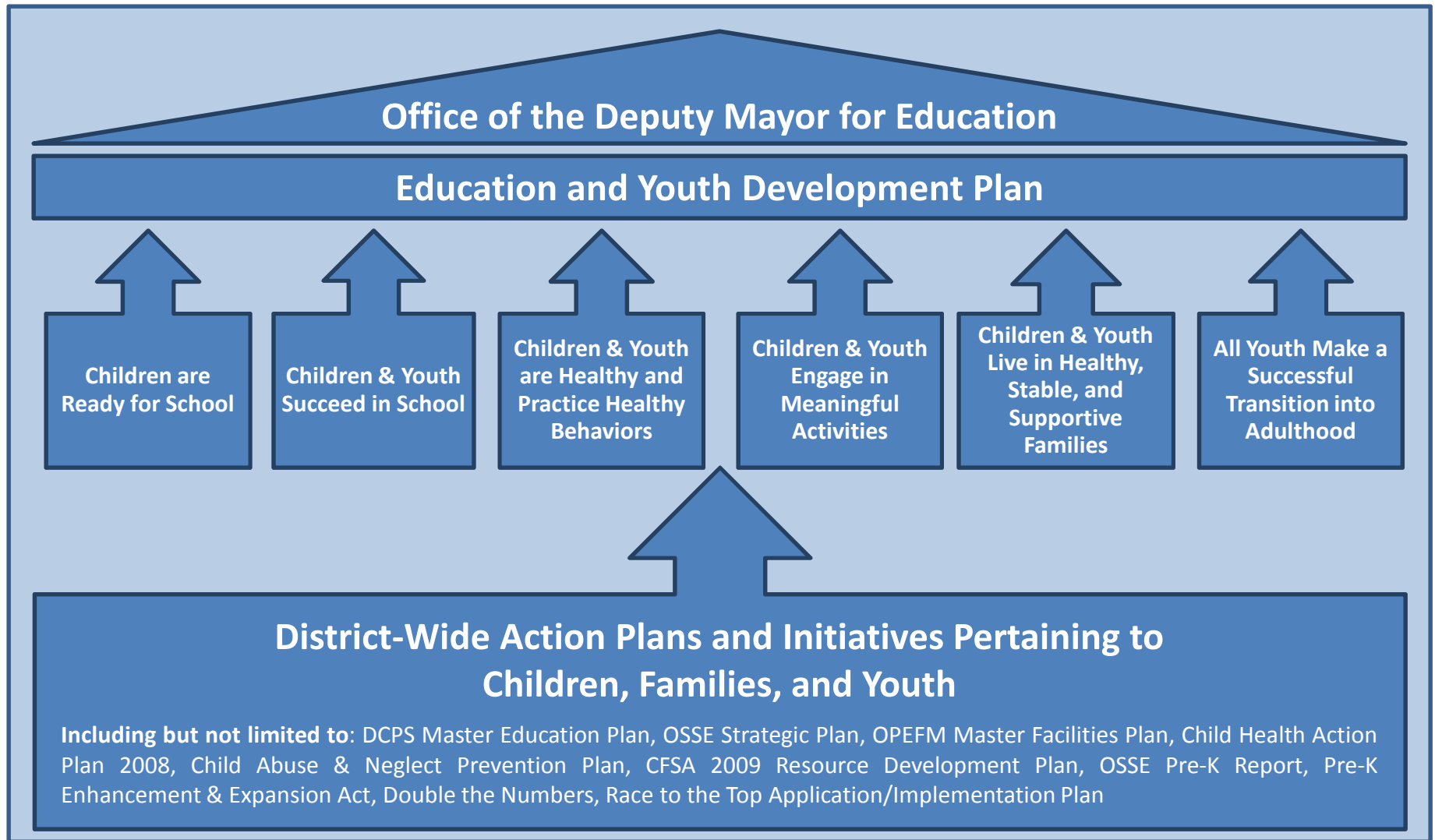
Reflecting on Progress and Work to Date

Linking Community Efforts With Agency Priorities

Identifying Key Challenges (breakout groups)

Next Steps and How to Stay Involved

Where does the EYD fit into the bigger picture?



How can we organize conversations around the Citywide Goals? What are the key priorities within the Goals? What will we include in the EYD Plan?

Children are
Ready for
School

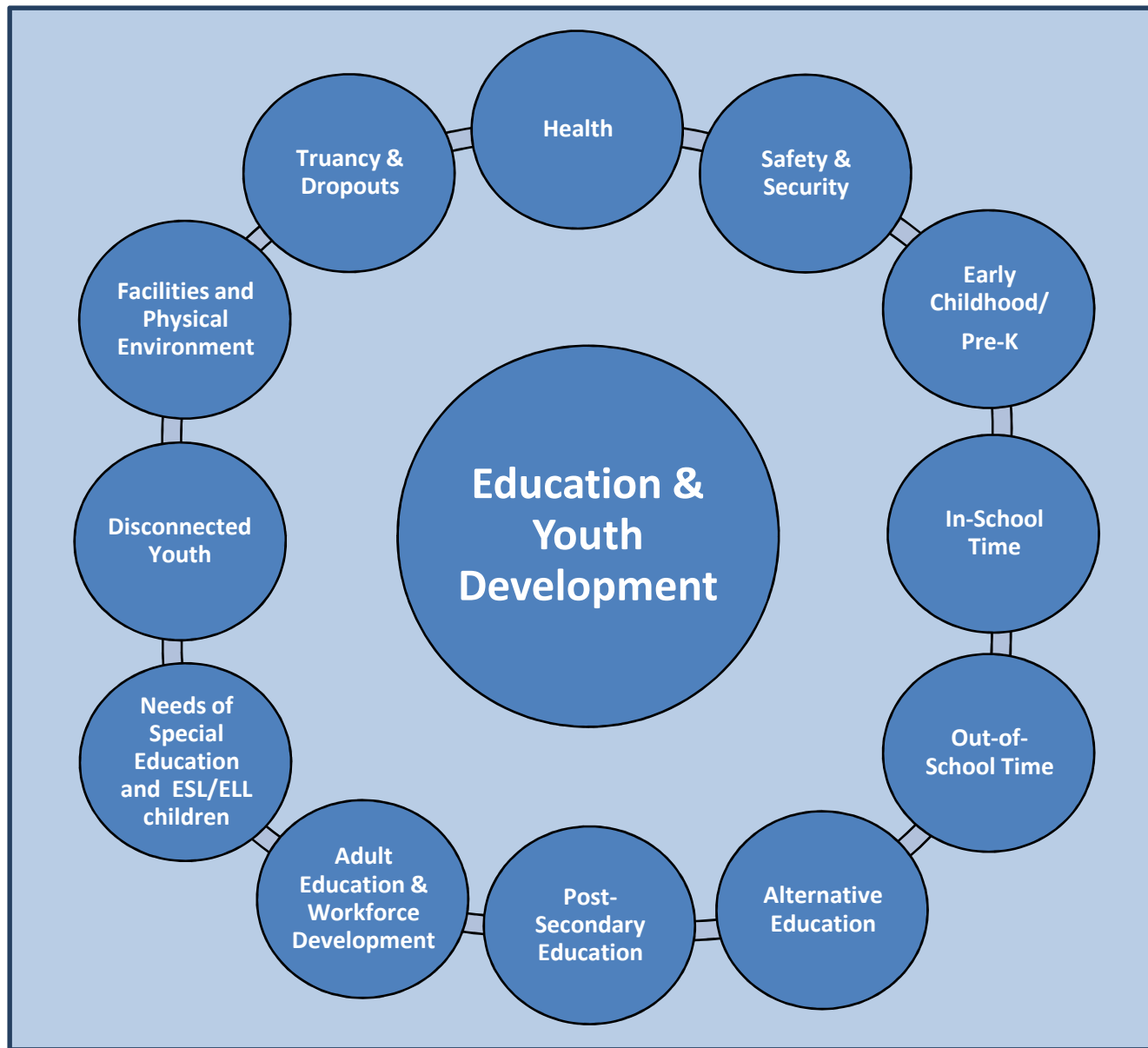
Children &
Youth
Succeed in
School

Children &
Youth are
Healthy and
Practice
Healthy
Behaviors

Children &
Youth Engage
in Meaningful
Activities

Children &
Youth Live in
Healthy,
Stable, and
Supportive
Families

All Youth
Make a
Successful
Transition
into
Adulthood



Desired Outcomes

- Review and *synthesize a map of existing strategic plans, initiatives, and efforts currently in place*
- Identify *gaps/needs* within services and between agencies
- *Develop recommendations* based on discussions and findings
- Create a comprehensive EYD Plan that *articulates to the public a unified and clear vision for education and youth development in the District*
- The EYD Plan will *serve as a guiding document for the Office of the Deputy Mayor for Education as it continues to align efforts around education and youth development*

Now: Where Do We Stand?

Building upon current efforts, initiatives, and
work already underway

Progress to Date and Current Efforts: Schools

Academic Gains	<ul style="list-style-type: none">• 2007: less than 1/3 of students were on grade level in math• 2009: Increase of 19 percentage points to nearly 50%• 2009: DC had <i>triple</i> the national average of gains for 8th graders in math (NAEP)• 2009: D.C. had the highest 4-year gain for 4th grade math of any state in the U.S. on the NAEP test
Closing the Achievement Gap	<ul style="list-style-type: none">• Between African-American and White students: secondary math gap reduced 20 percentage points – from 70% to 50% after just two years of reform
Increased HS Graduation Rates	<ul style="list-style-type: none">• From 67.9% in 2007 to 72.3% in 2009 (DCPS)• Average DCPS & PCS graduation rate in 2009: 81.9%
Out-of-School Time	<ul style="list-style-type: none">• Established afterschool programs at 98 DCPS schools• Extended Saturday Scholars to 3,293 students – an increase of nearly 1000 students

Progress to Date and Current Efforts: Health/Safety

Project LAUNCH	<ul style="list-style-type: none">• Linking Actions for Unmet Needs in Children's Health (initial working group April 2009)• An array of programs focusing on parents and children 0-8
Child Abuse and Neglect Prevention Plan (April 2010)	<ul style="list-style-type: none">• Identifies targeted prevention approaches by creating an actionable agenda. The Statewide Commission on Children, Youth and their Families is responsible for oversight of the prevention plan.
School Safety	<ul style="list-style-type: none">• Expanded presence of School Resource Officers (SROs) into Public Charter Schools in SY2009-2010• Trained all SROs in school community policing techniques

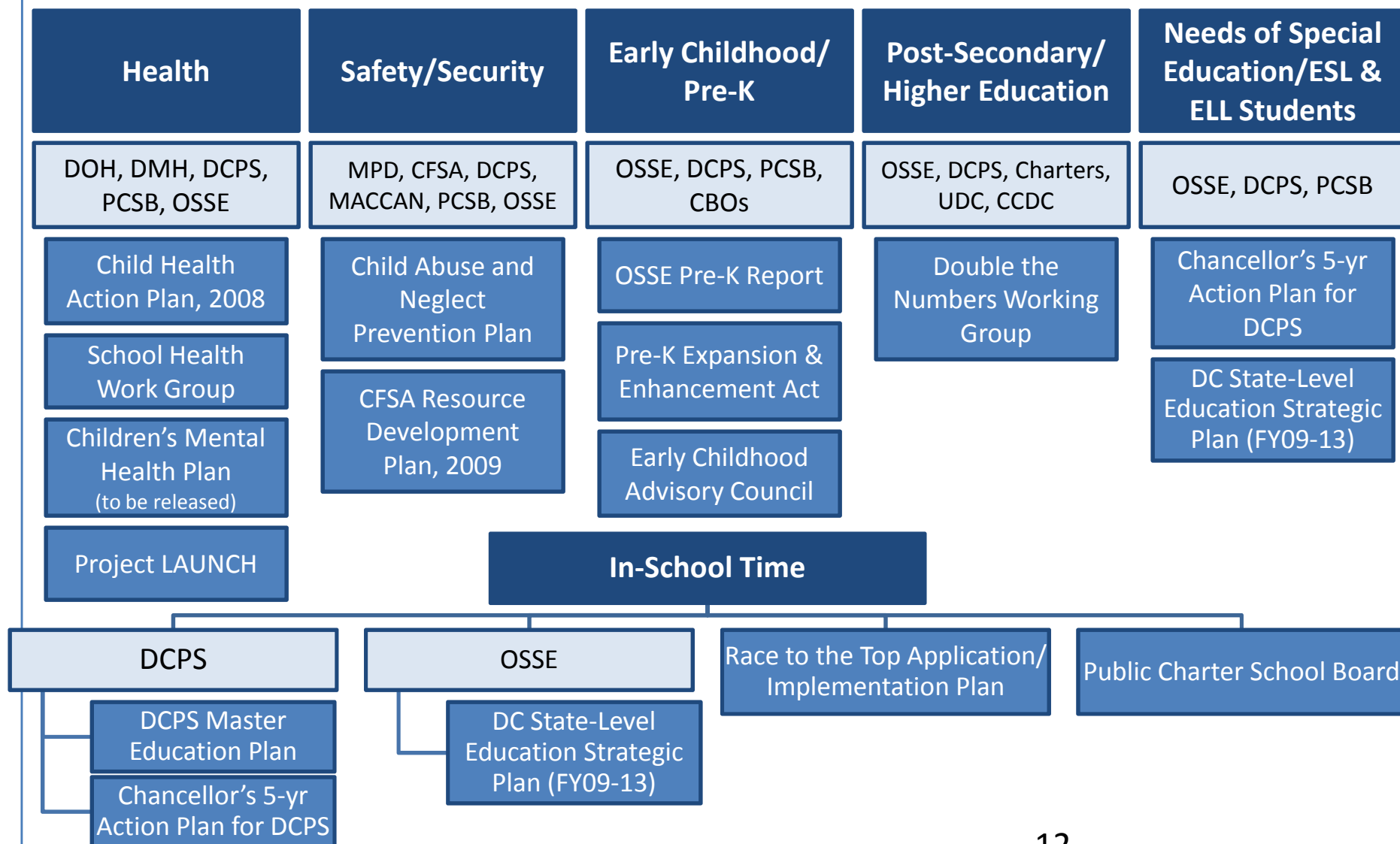
Progress to Date and Current Efforts: Innovations in Programs & Services

Therapeutic Crisis Intervention	<ul style="list-style-type: none">• An intensive training program designed to assist school staff in preventing crises and managing acute crises effectively.
Second Step	<ul style="list-style-type: none">• An evidence-based violence prevention curriculum designed to reduce impulsive and aggressive behavior in children by increasing their social competencies.
Life Skills Training	<ul style="list-style-type: none">• A classroom-based tobacco, alcohol, and other drug abuse prevention program taught by PE teachers during health in both middle and high school classrooms.
DC START (Student Assessment and Resilience Team)	<ul style="list-style-type: none">• DC START is currently piloted in 10 schools. Masters-level therapists provide assessment and therapy services designed to address issues from anger management difficulties to behavior/conduct problems to depression and anxiety.
Primary Project	<ul style="list-style-type: none">• School-based early intervention and prevention program targeted at kindergarten and first grade students and designed to reduce social, emotional and school adjustment difficulties
Students Served	<ul style="list-style-type: none">• Over 20,000 students in more than 60 schools served in FY09 & FY10• Over 1,500 teachers and school staff trained

Progress to Date and Current Efforts: School/Recreational Facilities

Athletics	<ul style="list-style-type: none">• Fields at 12 schools were completely refurbished
Heating/Air Systems	<ul style="list-style-type: none">• 129 schools received repairs to their systems with more than a dozen of those receiving brand new boiler systems• More than 3,000 new or replacement window air conditioner units installed
Plumbing	<ul style="list-style-type: none">• 75 schools received major plumbing work
School Safety	<ul style="list-style-type: none">• Over 3,500 health and safety violations remedied
Full Modernizations	<ul style="list-style-type: none">• Work has been completed or is underway on fully modernizing 17 schools across the District
Recreation	<ul style="list-style-type: none">• Upgrades and equipment replacements at 10 public playgrounds and a dozen other play fields

Existing Working Groups/Strategic Plans/Initiatives




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Adult Education and Workforce Development	Disconnected Youth	Alternative Education	Out-of-School Time	Facilities/Physical Environment
DOES, OSSE, DYRS	DYRS, DOES, OSSE, DCPS, CFSA, Charters	DOES, OSSE, DCPS, Charters	DPR, DOES, DCPS, Charters, CYITC, CBOs	OPEFM, DRES, OSSE, DCPS, Charters, Building Hope
Workforce Development Plan	Interagency Council on Homelessness	Chancellor's 5-yr Action Plan for DCPS	Strengthening Out-of-School Time Nonprofits (Wallace Foundation)	Master Facilities Plan
Workforce Investment Council (WIC)	Reconnecting Disconnected Youth	DC State-Level Education Strategic Plan (FY09-13)	DCPS OST Steering Committee	
	PINS Group			



Aspirations: Where Do We *Want* to Be?

As we gather feedback and make recommendations to Agencies, the Council, and the Mayor, can we articulate a clear vision?



Connecting to Community Initiatives: DC AYA

A Youth-Friendly District of Columbia

VISION

We envision a city committed to honoring the rights of ***all*** young people.

In a Youth-Friendly City:

The interests of young people are the primary concern of any action taken in their name

Youth influence decisions about their community

Youth experience positive family, community, and social encounters

Youth receive the highest quality basic human rights including education, career pathways, housing, health care, a clean environment, and nutritious meals

Youth are protected from exploitation, violence, and abuse

Youth have opportunities for enrichment, cultural exploration, and play

Youth have full access to resources and services, regardless of who they are or where they live.



Connecting to Community Initiatives: DC AYA

Building Blocks for a Youth-Friendly District of Columbia

Central Youth Office: A Youth-Friendly DC has a strong coordinating mechanism to direct youth development funding and policy efforts. This entity partners with multiple stakeholders, organizes and prioritizes public funding initiatives, and provides a central point of accountability for youth-serving agencies in the District of Columbia.

Youth Participation: In a Youth-Friendly DC, young people are meaningfully involved in city-wide decision-making and have institutionalized venues for participation.

Legal Framework: A Youth-Friendly DC has a comprehensive and inclusive legal framework that ensures that youth receive equitable treatment under the law.

City-Wide Youth Strategy: A Youth-Friendly DC has a broad-based, comprehensive youth development plan that unifies and mobilizes stakeholders.

Evaluation System: In a Youth-Friendly DC, youth development initiatives have systems for setting goals, measuring progress, identifying opportunities for adaptation, and ensuring accountability.



Connecting to Community Initiatives: DC AYA

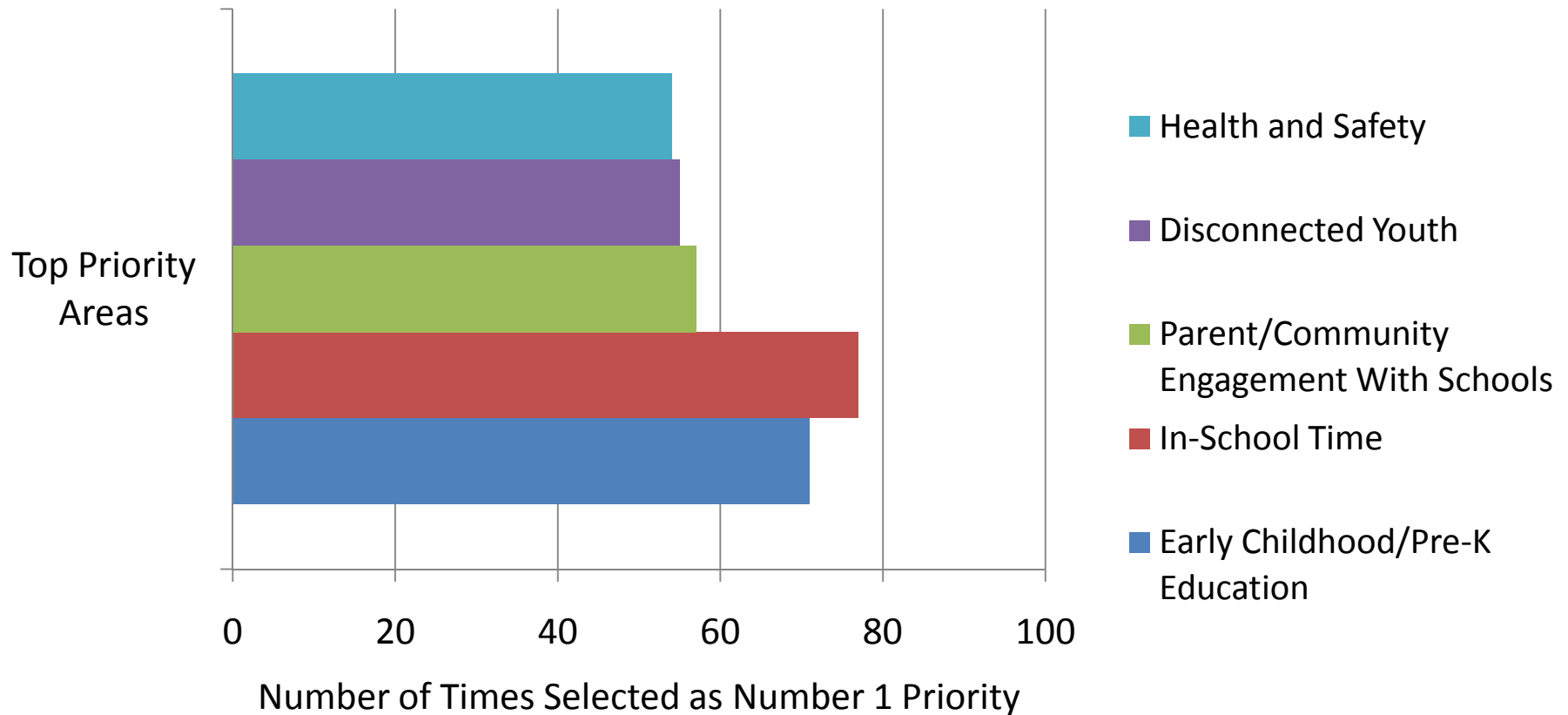
Dedicated Funding Plan: In a Youth-Friendly DC, the overall youth budget, which has a guaranteed, public funding source, is informed by community needs and provides multi-year resources to achieve the goals of the City-Wide Youth Strategy. A Youth-Friendly DC leverages public and private resources by developing a strong funding plan that is transparent, diverse, and stable in its provision of resources.

State of the City's Youth Report: In a Youth-Friendly DC, the Central Youth Office collaborates with stakeholders to produce an annual report detailing the progress made towards building a Youth-Friendly DC.

Public Awareness Campaign: In a Youth-Friendly DC, a large-scale campaign informs, activates, and provides updates to the general public.

Community-Based Organizations: In creating a Youth-Friendly DC, community organizations have integral responsibilities for implementation and mobilizing core constituencies to support public and private efforts. They also are equal partners in the strategic process.

Aspirations: Identifying Priorities Through a Stakeholder Survey



“More Emphasis Needed” was the reason most people chose the above priorities, except for In-School Time, where most respondents felt “Quality of Services” was their greatest concern

Identifying Priorities: Stakeholder Survey Feedback

Some Additional Priority Areas Identified:

- School culture
- Advanced/enriched educational programs
- Strength of the curriculum
- Gang violence prevention
- Making more facilities/space available for charter schools
- Social health of families
- Children in homeless families

*"On paper", it looks as if there are lots of services available for children and families. But in reality, it seems as if many children and families are not accessing, staying engaged in, or benefitting from these services. Also the **system of services or system of care is very fragmented - providers are challenged with lots of funding gaps** that make it almost impossible to provide all of the necessary interventions to see desired changes."*

*"It is my hope that the District of Columbia takes the lead in changing the delivery of academic services. We must take advantage of the evidence-based data available regarding diet, physical activity, the arts, and academics. **The question we must answer is how do we educate, not merely train or school, the whole child and the child's family.**"*

Breakout Groups

Objectives

- Articulate “ideal” vision for this particular area
- Assess what is working already
- Identify key barriers/obstacles
- Develop further questions & next steps for focus groups

Norms/Expectations

- We will stay **solutions-focused** as we discuss these issues – we will look forward rather than backwards
- We are speaking as “*citizens of the city*” as we discuss how to improve these areas – while personal anecdotes and experiences are important, we need to try to stay focused on how we can make **system-level change**

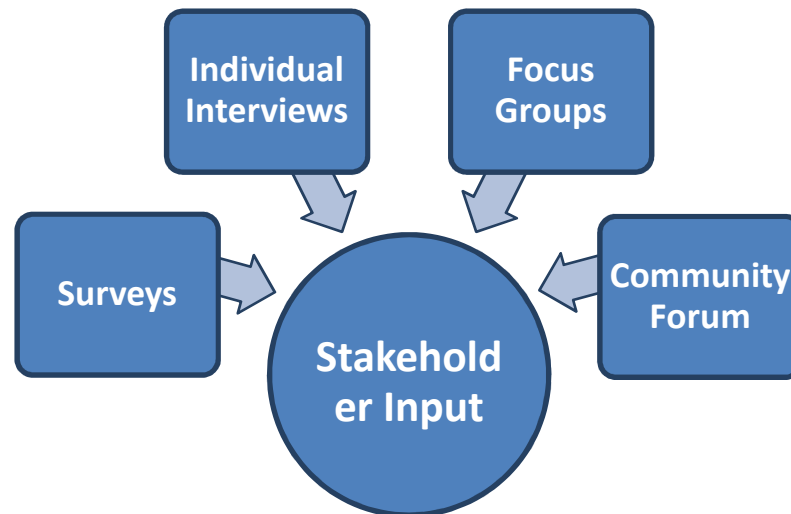
Topics

Health
Safety & Security
Early Childhood/Pre-K
In-School Time
Out-of-School Time
Alternative Education
Post-Secondary Education
Adult Education & Workforce
Development
Needs of Special Education and
ESL/ELL children
Disconnected Youth
Facilities and Physical
Environment
Truancy & Dropouts

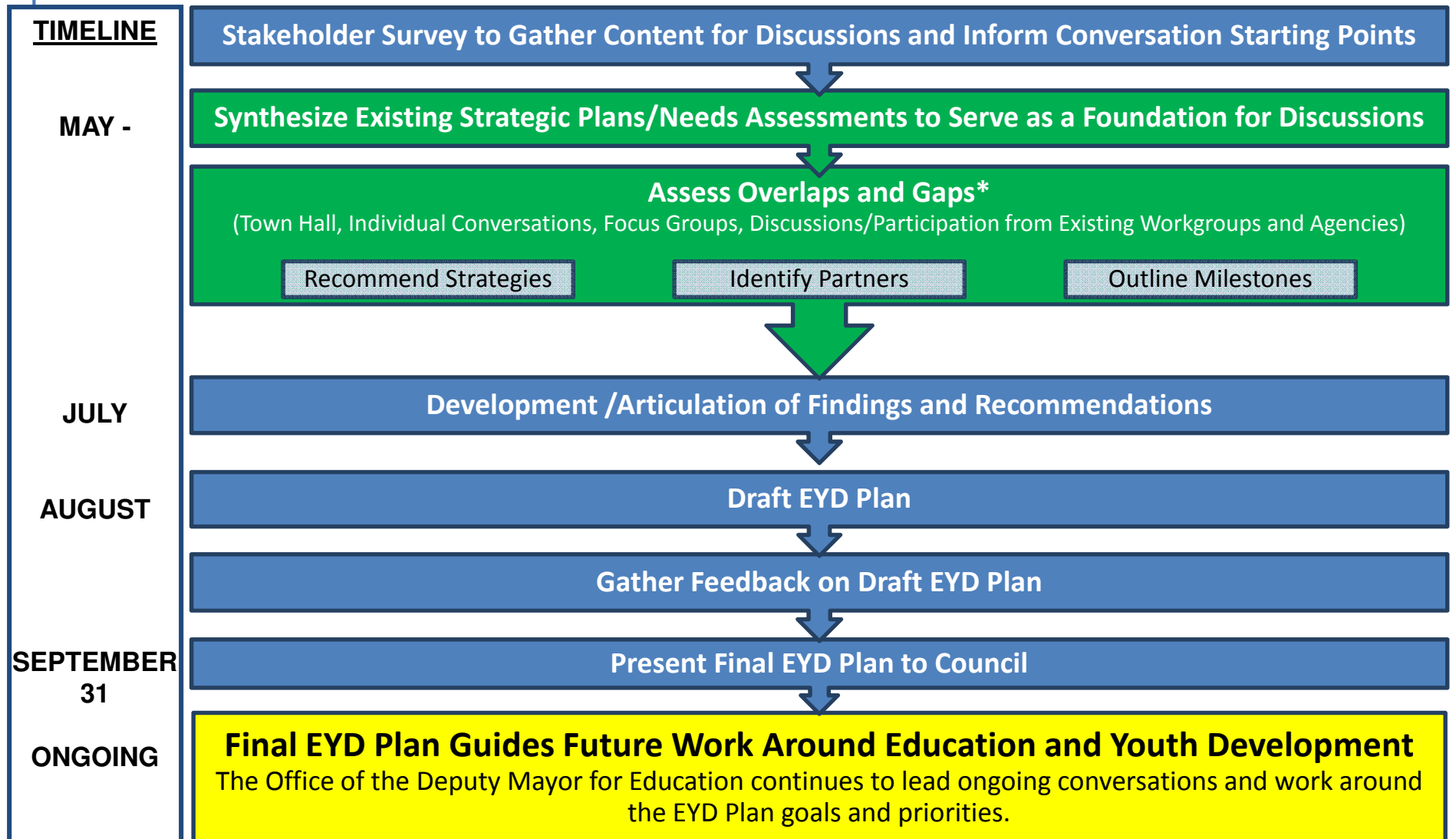
Next Steps and How to Stay Involved

Following the initial community forum, small focus groups will be established around the identified priority areas.

If you would like to be considered for a focus group and/or individual interview, please complete the online Stakeholder Survey and you will be able to indicate this and submit your contact information.



Process Moving Forward



*Conversations focused around priority areas

Closing/Questions

Thank you for your thoughtful participation and feedback!

Online Survey: <http://www.surveymonkey.com/s/EYDinDC>

For additional information please visit our website:
www.dme.dc.gov

Questions/Comments:
ahnna.smith@dc.gov 202-727-0696

For More Information on DC AYA visit:
www.dc-aya.org